

EXPECTATIONS OF VOCATIONAL AGRICULTURE BY  
CITIZENS OF THE FAIRVIEW COMMUNITY

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Scope and Method of Study: Questionnaires were mailed to 50 citizens of the Fairview community. The survey was designed to determine the attitudes of the respondents regarding the vocational agriculture program with particular emphasis upon: (1) general agriculture and the high school curriculum; (2) classroom instruction; (3) supervised occupational experience program; (4) the role of the FFA; (5) agricultural mechanics; and (6) the Young Farmers program. The respondents included all five school administrators, all five members of the board of education, 20 randomly selected businessmen, and 20 randomly selected FFA parents.

Findings and Conclusions: The major findings concerning programs for high school students and adults were: (1) vocational agriculture should provide opportunities that will give a student knowledge of and experience in the farming business and in occupations closely related to farming; (2) the subject areas of the classroom should parallel the agricultural industry of the local community and regular visits and field trips should be made to these facilities; (3) the supervised occupational experience program is a necessary part of the program that converts classroom instruction to practical experience, also production projects should be emphasized more and the students should be encouraged to exhibit their animals at fairs and shows; (4) all students are encouraged to become FFA members and become involved in some type of contests, public speaking, or chapter projects, also the chapter should publicize its activities more and review these activities with the school administrators; (5) the agricultural mechanics program is a vital part of the vocational agriculture program and should emphasize skills acquisition as well as metal work and project completion; and (6) the program should assist young men who have completed the vocational agriculture program in progressing in their agricultural careers, and a Young Farmers Chapter should be provided to accomplish this.

Implications: The vocational agriculture program is expected to provide training to students which will produce a basic foundation of knowledge and skills necessary to survive in the farming business or occupations closely related to the farming industry.

ADVISER'S APPROVAL



EXPECTATIONS OF VOCATIONAL AGRICULTURE BY  
CITIZENS OF THE FAIRVIEW COMMUNITY

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## CHAPTER I

### INTRODUCTION

#### Nature of the Problem

The agricultural industry of this country is an awesome and complex machine amidst a fast-moving and every changing society. Theories which were practical and useful in agriculture 20 years ago are now obsolete. That same concept holds true with the vocational agriculture program. The general agriculture industry does not always have a clearcut path to follow or a council to guide its direction of travel. The vocational agriculture program, on the other hand, does have a source of assistance through its local citizens. This valuable resource is not always recognized or used. If the vocational agriculture program is to remain an effective and viable component of the local community and relevant to future needs, it must continuously seek support and input from its local citizens in planning and setting objectives to meet local needs.

Studies indicate that administrators, parents, and businessmen who have input into the formulation of goals have a tendency to support more effectively the vocational agriculture program. This support and understanding is a valuable asset toward the continuation of an adequate and successful program in the future.

#### Statement of the Problem

With the increasing involvement and interest by parents and related



groups in the area of education, it was deemed necessary to incorporate their input into future planning of the vocational agriculture program. The problem arises, therefore, from a need to know the attitudes of citizens of the Fairview community toward the concepts and objectives of the Fairview vocational agriculture program.

### Purpose of the Study

The purpose of the study was to obtain opinions of local citizens concerning the goals and objectives pertinent to the future of the vocational agriculture program and present the objectives in a form useful to those concerned with program development in vocational agricultural education.

### Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were formulated:

1. To determine the community's attitudes toward the purpose of the vocational agriculture program in the community and its relationship to the high school curriculum.
2. To determine the community's attitudes toward the classroom aspect of the vocational agriculture program.
3. To determine the community's attitudes toward the supervised occupational experience program aspect of the vocational agriculture program.
4. To determine the community's attitudes on the Future Farmers of America organization's role in the vocational agriculture program.

5. To determine the community's attitudes toward the agricultural program.
6. To determine the community's attitudes toward a Young Farmer program's role in the vocational agriculture program.

### Definition of Terms

For the purpose of this study the following definitions apply to certain terms used:

- A. Administrators--Includes the superintendent, high school and assistant principal, middle school principal, and grade school principal.
- B. Attitude--Any expression of feeling or belief toward a given statement.
- C. Future Farmers of America--The national organization for students studying vocational agriculture in public secondary schools under the provisions of the National Vocational Education Act.
- D. Program--Encompasses the integrated policies, objectives, curriculum, methods, and procedures making up a portion or total offering of educational pursuit in vocational agriculture.
- E. Related Agricultural Occupation--Consists of occupations in businesses offering goods and services required by persons engaged in production agriculture as a part of the production process; it is occupations closely connected to the producer and agricultural vocations utilizing buying, processing, and selling.
- F. Supervised Occupational Experience Program--The practical agricultural activities of educational value conducted by pupils outside of class for which systematic instruction and supervision are provided by the vocational agriculture instructor, parents, employers, or others.

G. Vocational Agriculture Program--A high school agricultural program (grades 9, 10, 11, and 12) conducted for youth or adults which has been approved for reimbursement through state and federal funds by the State Department of Vocational and Technical Education of Oklahoma.

H. Young Farmer--A young man engaged in and working toward establishment in farming as a business.

### Assumptions and Limitations

In using a questionnaire to reveal information about a community's attitudes, it is necessary to assume that the sample used is a true representative sampling. It is also necessary to assume that the persons answering the survey will answer correctly and truthfully. Although the sampling of administrators and members of the board of education will be small in scope, the views presented will be in the best interest of the total educational program. Because of the random sampling procedure it was felt that results compiled would reflect the ideas of citizens of Fairview.

### Procedure

After deciding the nature of the problem, the purpose of the study, and the objectives to be considered, a review of the present literature was made. This review indicated that there were several groups which should be considered in planning a vocational agriculture program.

The local board of education, because of its legislative function, and the administrators, because of their policy implementation, should be considered. Therefore, all five school board members and all five of

the Fairview Public Schools administrative body were asked to respond to the questionnaire.

Evidence has shown that local business executives who have an input into the direction of the vocational agriculture program also lend more support to that program. For this reason, it was decided to poll their views on the program. By utilizing the Fairview telephone directory, 50 business managers were identified, and from this list 20 were randomly selected.

A list of parents who presently have students enrolled in vocational agriculture or have had students enrolled in a vocational agriculture program within the past five years was compiled by using the FFA membership roster. From this list 20 groups of parents were randomly selected.

To carry out the study a survey instrument was designed. A portion of the survey form included general information related to occupation, age, and students enrolled in vocational agriculture programs. The main body of the survey form used in this study was composed of structured statements about the vocational agriculture program. The participant had a selection of five possible degrees of agreement. The degrees of response were: SA, strongly agree; A, agree; U, undecided; D, disagree; and SD, strongly disagree.

The statements were arranged by divisions according to the various aspects of the vocational agriculture program. This was done to focus attention on an individual area.

## CHAPTER II

### REVIEW OF LITERATURE

The role of vocational agriculture in our public schools, the unprecedented changes in production agriculture and agri-business, and the emerging diversion of opinions of school administrators, teachers, and laymen concerning the essential elements of an effective program deem it necessary that a thorough and in depth study of existing literature be made. This was done to facilitate the development of objectives and enhance the appropriateness of the questionnaire.

The review of literature for this study was broken down into six categories: The purpose of vocational agriculture in the community and its relationship to the high school curriculum; the classroom aspect of the vocational agriculture program; the supervised occupational experience program aspect of the vocational agriculture program; the role of the Future Farmers of America organization in the vocational agriculture program; the agricultural mechanics aspect of the vocational agriculture program; a Young Farmer program's role in the vocational agriculture program; and who shall plan the vocational agriculture program.

#### Purpose of Vocational Agriculture in the Community and Its Relationship to the High School Curriculum

The ability of a program to progress and survive depends

upon the flexibility and willingness to cooperate by those who are in charge of the programs. This is especially true of the vocational agriculture program role in the high school curriculum. Hamlin (11) found that the vocational agriculture instructor should recognize vocational agriculture as a function of the entire school system. Vocational agriculture should make its contributions, as other programs do, to the general purpose of the system. It should specifically assist students in developing their full capabilities, in balance, so that they will become all that they may become and also develop an understanding of the interrelationships of rural and urban people, the opportunities for mutually beneficial cooperation between them, and the blocks to fruitful cooperation.

Brimm (6) conducted a survey of 20 high school principals in which the administrators felt that vocational agriculture has contributed to the national economy and has been a valuable part of the secondary school curriculum. They also reported that the vocational agriculture program has prepared young people for the world of work as well as any other secondary school subject.

In a study by Beeman (4) the respondents judged vocational agriculture to be an integral part of a well rounded educational program. The respondents believed vocational agriculture offered the low-achiever or under-achiever a challenging and practical course of study which stimulated a renewed interest in learning and helped to reduce school dropout of such students. The respondents also stressed that enrollment in vocational agriculture should be elective to any student. This study also revealed that vocational agriculture provided a well rounded course of instruction that could benefit anyone.

In a recent study by Harrel (12) it was found that respondents favored the vocational agriculture program providing a good, general education which would be of value to any high school student.

Hamlin (11) sets up certain general purposes which are considered to be primary to a vocational agriculture program:

1. To provide for all in the district agricultural education appropriate to their present and prospective needs.
2. To develop on the part of all in the district an understanding of the status of agriculture, the historic trends which have led to its present status, the contributions it makes to society, and the effects of public policy upon it and upon those who practice it.
3. To develop an understanding of rural agricultural organizations and institutions.
4. To draw upon agricultural research for subject matter relevant to a variety of school subjects and thereby inject its findings into the main stream of the culture.
5. To help by improving the economic status of agriculture to put a sounder economic base under the district, which will make possible better homes, schools, churches, and a richer life.
6. To provide for students a realistic and practical experience in agriculture as part of a balanced program of education.
7. To provide counsel about agricultural occupations and the means of preparing for them.
8. To develop in adults the attitudes and understandings requisite to the successful agricultural education of children and youth (p. 124).

Garrett (10) conducted a study to determine the structure and purpose of a successful vocational agriculture program. The study revealed that the controlling purpose of vocational education in agriculture should be to train for useful employment and proficiency in any agricultural occupation. The study also concluded that more

emphasis should be centered on training good citizens, intelligent consumers, and efficient producers.

In a recent study, Reece (15) found that vocational agriculture programs should be training students for occupations in farming and agricultural occupations closely related to farming. The study further showed that teaching skills which will improve the students' chances of employment immediately after graduation from high school were of significant importance.

Herndon (13) reports the major findings of his study conducted in New York State had these results:

Not only is the traditional role of training for farming to continue, but vocational agriculture is expected to provide a basic foundation of knowledge and skills that prepare students for occupations in businesses closely related to farming (p. 26).

#### Classroom Aspect of the Vocational Agriculture Program

In a study by Brimm (6), respondents felt that a large part of the course content in vocational agriculture should be determined by the type of agriculture found in the local school area, rather than the various types found throughout the state.

Beeman (4) concluded that there was a strong consensus of opinion indicating that a complete instructional program in vocational agriculture should be of at least four years of duration and be based on a statewide core of curriculum adapted to fit local agricultural needs and interests, and be broad enough to prepare students for entry into several agricultural occupations.



Bail (3) sampled various groups in local communities in Arizona to develop a list of guidelines for improving vocational education programs. Significant findings included:

1. Course content and class schedules should be planned to meet the needs of all (including college bound students) interested in the broad field of agriculture.
2. Introductory courses should include basic principals of science related to agriculture.
3. Facilities for essential occupational experience in agriculture should be provided jointly by the school and the home and work experiences performed under the supervision of the teacher of agriculture and should extend throughout the calendar year (p. 233).

Many of the studies reviewed held the same opinion regarding vocational agriculture content and sequence of teaching. The first year of instruction should be exploratory or general in nature and include basic instruction in plant, animal, and soil science, and agricultural mechanics. The second and succeeding years of instruction should be in one or more specialized areas.

Supervised Occupational Experience Aspect  
of the Vocational Agriculture  
Program

School board presidents, school administrators, and parents of vocational agriculture students reflected a general consensus of opinion in a study by Herndon (13). These groups realized that supervised farming programs were essential for students preparing for production agriculture; however, they were reluctant to require non-farm boys, especially those whose goals were not related to production agriculture, to complete supervised farming programs. They indicated that

these students should be provided supervised work experience in businesses closely related to farming.

An Indiana study by Bentley and Weerdehoff (5) found that one-half of the administrators interviewed indicated they would require that students of vocational agriculture have facilities for supervised farming or be satisfactorily placed for farm experience before they are permitted to enroll in vocational agriculture classes.

Agan (1) conducted a similar study in Kansas which obtained opinions of administrators whose schools included successful departments of vocational agriculture. The objective of this study was to find activities and characteristics associated with good vocational agriculture programs. Findings revealed that all students should have supervised farming programs and that on-the-farm instruction is essential.

A Florida study by Beeman (4) found that respondents were in high agreement that experience programs, being an integral part of the instructional program, should be required in some form of all vocational agriculture students. School land laboratories should suffice for such experience.

#### Role of the Future Farmers of America Organization in the Vocational Agriculture Program

The Future Farmers of America organization (henceforth to be referred to as the FFA) has always been considered an integral part of the vocational agriculture program. Recent trends in membership have shown a decline in total number of vocational agriculture students who become FFA members. It was concluded that a portion of this review of

literature be devoted to the role the FFA plays in the total vocational agriculture program.

Beeman (4) found that a majority of respondents agreed that the FFA should be an integral part of the vocational agriculture program and be the major in-school organization involving the vocational agriculture department and teacher.

Eighteen principals in a study conducted by Brimm (6) believed that an active FFA chapter was essential for an effective program of vocational agriculture. They also agreed that FFA activities should be scheduled with administrators on the school calendar.

In Morton's (14) study it was found that both the vocational agriculture teacher and school administrator agreed that the FFA activities have educational value and stimulate FFA members to accomplish a high level of learning in vocational agriculture. Administrators agree on the whole that the FFA is most beneficial in developing leadership, cooperative attitudes, and improving the conduct and desirable behavior habits on the part of the members of the organization.

In two recent studies by Reece (15) and Harrel (12) it was concluded that the FFA is very much an integral part of the vocational agriculture program and should be continued in the future.

#### Agricultural Mechanics Aspect of the Vocational Agriculture Program

Beeman (4) concluded that instruction in farm mechanics should include concrete and masonry, welding, plumbing, electricity, farm power, farm machinery, and carpentry. The development of skills and abilities

in the various areas should be emphasized rather than the construction of individual student projects. Shops should be provided for the exclusive use of vocational agriculture departments. To underscore the value of laboratories and shops, the respondents suggested that laboratory periods of greater length than regular class periods be provided at least once each week for agriculture classes.

Garrett (10), in a study of adult farmers, superintendents, and teachers, concluded that an agriculture mechanics shop is a necessity for a well rounded and visable vocational agriculture program. He also concluded that the facilities for such a program need not be separate from the main vocational agriculture building.

#### A Young Farmer Programs Role in the Vocational Agriculture Program

Many farmers experience an educational and leadership gap after leaving the FFA organization. An adult organization can fill that gap and offer advantages that the young farmer might not otherwise experience. In a study by Field and Stewart (9) of 400 individuals of which 200 were members of the Indiana Young Farmers Association and 200 were young farmers with no affiliation, the following implications were drawn:

1. There is a need for every school corporation with post-high school students who are engaged in agri-business employment to offer vocational agriculture young farmers classes.
2. There is a need for every school corporation offering vocational agriculture young farmer classes to encourage the class members to become members of the Indiana Young Farmers Association.

3. There is a need for every agri-business department to survey its community to determine the needs of all young farmers.
4. The members of the Indiana Young Farmers Association are more efficient in farm management.
5. The vocational agri-business programs in Indiana are not meeting the needs of the younger individuals who are engaged in an agri-business occupation (p. 20).

Herndon (13) concluded in a study of administrators, school board presidents, and parents that there is a need for providing educational programs to assist young farmers to become established and progress in farming.

Bentley and Weerdehoff (5) conducted a study to determine the viewpoints of Indiana school administrators regarding vocational agriculture. They received a 70 percent reply to a questionnaire sent to all county and city superintendents and secondary school principals in Indiana. Their findings concluded that slightly less than one-half of the administrators believed that the public secondary school should assume the responsibility for young farmer education.

In a recent study by Harrel (12) it was concluded that instruction which assists young men out of school in becoming established in farming should be provided, that the local teacher should have release time from the school day to give on-farm instruction, and that vocational agriculture should assist young men out of school to advance in their agricultural careers.

#### Who Shall Plan the Vocational Agriculture Program

The preceding information in the review of literature has dealt with the information and studies completed concerning the objectives as

stated in the previous chapter. The last section of the review of literature has been developed in support of the selection of respondents which will be used in the survey.

Hamlin (11) states that those who are to be governed by objectives set up by society should have a part in formulating those objectives. Who knows best the needs of a community than those who are a part of it and who are experiencing the evolution of change.

Campbell and Gregg (7) believe influential citizens, school administrators, teachers, and school board members to be the major reference groups which affect administrative behavior. The opinions of these groups will largely determine the course of action relative to the school program.

Beeman (4) points out that business executives, politicians, and others carefully consider the opinions of the public when charting their courses of action. Why should we not consider our public's opinion in developing vocational agriculture programs? It is the responsibility of the local community to study, plan, and develop its agricultural education program.

Viterna (16) found administrators believe the following about community involvement in program development:

1. Assists in relating courses to community needs.
2. Forms good public relations and support for the program.
3. Necessary to keep agriculture classes in school district.
4. Would seem to be a vital link in communications (p. 161).

Atherton (2) concluded that hearing what the community says about the program and the proper interpretation of these messages are vital to the building of strong and viable programs of vocational agriculture.

Espenschied (8) found that parents of the community have in mind definite ideas and needs of students in the vocational agriculture program. This study also revealed that parents are extremely willing to give of their time and energies to help direct the goals and objectives of their children.

Brimm (6) in a recent study found that administrators who play an active role in the formulation of goals and objectives of the vocational agriculture program tend to have a more positive view regarding vocational programs.

### Summary

The literature reviewed covered six areas of investigation deemed pertinent to this study and one area necessary for the selection of respondents for the questionnaire. The purpose of the review was to furnish background information concerning selected areas of the vocational agriculture program.

The literature reviewed has revealed that the vocational agriculture program is an integral part of a well rounded educational program in secondary schools. It was concluded that the controlling purpose of vocational agriculture should be to train for useful employment and proficiency in various agricultural occupations. It was further concluded that course content and class schedules should be planned to meet the needs of all students and that supervised farming is still a major part of the vocational agriculture program. The FFA is considered to be an integral part of the vocational agriculture program that teaches leadership, citizenship, and cooperation. Agriculture mechanics is a vital area of the total vocational agriculture program and should

stress more emphasis on the skills area of teaching and less on project completion. There was a need and interest found in providing educational programs to assist young farmers to become established in farming. It was also concluded that the most valuable group of individuals involved in planning a vocational agriculture program would consist of school board members, administrators, parents, and influential businessmen within the community.



## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

The primary objective of the study was to determine attitudes of parents, administrators, businessmen, and members of the board of education to a selected number of statements designed around a set of six objectives. Personal data collected from the respondents included place of employment, age, and whether or not they presently have or have ever had a student enrolled in a vocational agriculture program.

After gathering the personal data, information to achieve the following objectives was collected:

1. To determine the community's attitudes toward the purpose of vocational agriculture in the community and its relationship to the high school curriculum.
2. To determine the community's attitudes toward the classroom aspect of the vocational agriculture program.
3. To determine the community's attitudes toward the supervised occupational experience program aspect of the vocational agriculture program.
4. To determine the community's attitudes on the role of the Future Farmers of America organization in the vocational agriculture program.
5. To determine the community's attitudes toward the agricultural mechanics aspect of the vocational agriculture program.
6. To determine the community's attitudes toward a Young Farmer Program's role in the vocational agriculture program.

Questionnaires were mailed to five members of the board of education, Fairview Public Schools. Questionnaires were also mailed to five

school administrators, Fairview Public Schools. Twenty questionnaires were mailed to Fairview businessmen and 20 parents of present and past vocational agriculture students received questionnaires. From the 50 questionnaires sent, 40 (80.0 percent) were returned. It was felt that the time (June 14, 1980) for delivery of the survey form could have resulted in only fair response from parents and businessmen. This was during the peak of wheat harvest. The 80.0 percent, however, was believed adequate for the sampling. The breakdown of responses was as follows: members of the board of education, 5 (100.0 percent); school administrators, 5 (100.0 percent); businessmen, 15 (75.0 percent); parents, 15 (75.0 percent). The percentages shown on tables and in the explanation of data will represent the 40 respondents who did reply to the questionnaire.

The data in Table I indicates that 8 (20.0 percent) of the respondents were farmers and/or ranchers. Other agricultural related occupations were a grain elevator manager, dairy farm worker, butcher, and veterinarian. The remaining respondents were of non-agricultural occupations.

Table II was developed to describe the age breakdown of the respondents. There were 5 (12.5 percent) respondents 29 years of age and less. There were 13 (32.5 percent) from 30 to 39 years of age. The largest groups was the 40 to 49 age bracket, which revealed 15 (37.5 percent). There were 5 (12.5 percent) in the 50 to 59 age group. The oldest age group, 60 to 65, indicated 2 (5.0 percent). It was also found that the average age of the farmer and/or rancher group was 47 years.

As shown in Table III there were 19 (47.5 percent) of the respondents who presently have or have had a student enrolled in a vocational

TABLE I  
OCCUPATIONS OF RESPONDENTS

Occupation	Number	Percent
Assessor	1	2.5
Attorney	1	2.5
Automobile Dealer	2	5.0
Auto Parts Salesman	1	2.5
Banker	1	2.5
Butcher	1	2.5
Certified Public Accountant	2	5.0
Commercial Printer	1	2.5
Dairy Farm Worker	1	2.5
Farmer and/or Rancher	8	20.5
Farm Machinery Dealer	1	2.5
Grain Elevator Manager	1	2.5
Hardware Dealer	1	2.5
Industrial Executive	3	7.5
Insurance Agent	2	5.0
Maintenance Foreman	1	2.5
Minister	1	2.5
Mortician	1	2.5
Pharmacist	1	2.5
Retail Food Merchant	1	2.5
Secretary	1	2.5
School Administrator	5	12.5
Teacher	1	2.5
Veterinarian	<u>1</u>	<u>2.5</u>
Total	40	100.0

agriculture class. The remaining 21 (52.5 percent) have not had a student enrolled in a vocational agriculture class.

TABLE II  
AGE OF RESPONDENTS

Age of Respondent	Number	Percent
29 and less	5	12.5
30 - 39	13	32.5
40 - 49	15	37.5
50 - 59	5	12.5
60 - 65	<u>2</u>	<u>5.0</u>
Total	40	100.0

TABLE III  
NUMBER OF RESPONDENTS WHO PRESENTLY HAVE OR  
HAVE HAD STUDENTS IN A VOCATIONAL  
AGRICULTURE PROGRAM

Response	Number	Percent
Yes	19	47.5
No	<u>21</u>	<u>52.5</u>
Total	40	100.0

A general description of the respondents was presented in the previous section. The following is a presentation and analysis of data pertaining to the objectives of the study.

The local citizens were asked to express a degree of agreement for each statement on the survey form. Five degrees of agreement ranging from strongly agree to strongly disagree represented the scale used by the respondents to react to the statements. The responses were converted to numerical values by expressing strongly agree as 5, agree as 4, undecided as 3, disagree as 2, and strongly disagree as 1. These were used to compute mean responses. To facilitate reporting of the findings, ranges were established for each response category as follows: strongly agree ranged from 4.5 to 5.0; agree ranged from 3.5 to 4.4; undecided ranged from 2.5 to 3.4; disagree ranged from 1.5 to 2.4; and strongly disagree ranged from 0 to 1.4.

Respondents' Attitudes as to Selected Aspects of  
the Vocational Agriculture Program to be  
Offered to High School Students

Vocational Agriculture and the High  
School Curriculum

Table IV is a summary of reactions by the respondents to statements regarding the role of vocational agriculture in the community and also its role as a unit in the high school curriculum. Eight statements were designed for securing information in this area.

Examination of data in Table IV reveals 12 respondents (30.0 percent) agreed that vocational agriculture should provide students with

experience in and a knowledge of the farming business. Twenty-eight people (70.0 percent) strongly agreed with this statement. The mean response for all groups was calculated to be 4.7, which was a strongly agree response for this statement. This was the most consistent group of responses, in a positive form, to a statement by all groups in Table IV.

Table IV indicates 23 (57.5 percent) of the respondents agreed that the instructor should provide students with information on how to apply and interview for a job. Ten people (25.5 percent) strongly agreed with this statement, while 4 (10.0 percent) disagreed. Three (7.5 percent) of the respondents were undecided. The mean response for this statement was 3.8, which was an overall response of agree.

Twenty (50.0 percent) of the respondents agreed that the instructor should maintain an up-to-date record on the job placement of students who have completed the program. One (2.5 percent) strongly agreed with this statement, while 9 (22.5 percent) were undecided about this statement. A mean response of 3.3 gave this statement an overall rating of undecided.

Twenty (50.0 percent) of the respondents agreed that a representative sample of citizens should be used to help determine goals and set objectives for the vocational agriculture program. Three (7.5 percent) strongly agreed with this statement, while 8 (20.0 percent) were undecided. Seven (17.5 percent) disagreed with this statement, while the remaining 2 (5.0 percent) strongly disagreed. The mean response for this statement was 3.3, which was an overall rating of undecided.

Twenty (50.0 percent) of the respondents agreed that vocational agriculture should have a primary objective of teaching skills which

TABLE IV  
SUMMARY OF RESPONSES TO STATEMENTS CONCERNING GENERAL AGRI-  
CULTURE AS PART OF THE VOCATIONAL AGRICULTURE PROGRAM

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
High school vocational agriculture should provide opportunities that will give a student experience in and a knowledge of the farming business.	Sa	3	60.0	2	40.0							23	4.6
	Bb	9	60.0	6	40.0							69	4.6
	Ac	4	80.0	1	20.0							24	4.8
	pd	12	80.0	3	20.0							72	4.8
	Total	28	70.0	12	30.0							188	4.7
The instructor should provide students with information on how to apply and interview for a job upon graduation.	S			5	100.0							20	4.0
	B	2	13.3	11	73.4				2	13.3		58	3.9
	A	1	20.0	3	60.0				1	20.0		19	3.8
	P	7	46.7	4	26.7	3	20.0	1	6.6			52	3.5
	Total	10	25.5	23	57.5	3	7.5	4	10.0			149	3.8
The vocational agriculture teacher should maintain an up-to-date record on the job placement of students who have completed the program.	S			2	40.0	1	20.0	2	40.0			15	3.0
	B			8	53.4	2	13.3	5	33.3			48	3.2
	A			3	60.0	2	40.0					18	3.6
	P	1	6.7	7	46.7	5	33.3	2	13.3			48	3.2
	Total	1	2.5	20	50.0	10	25.0	9	22.5			133	3.3

TABLE IV (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean. Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
A representative sample of citizens from the local community should be used to determine goals and set objectives for the vocational agriculture program.	S			1	20.0	2	40.0	1	20.0	1	20.0	13	2.6
	B	1	6.7	8	53.3	2	13.3	4	26.7			51	3.4
	A	1	20.0	4	80.0							21	4.2
	P	1	6.7	7	46.7	4	26.6	2	13.3	1	6.7	48	3.2
	Total	3	7.5	20	50.0	8	20.0	7	17.5	2	5.0	133	3.3
Vocational agriculture should have a primary objective of teaching skills which will improve the student's chance of employment immediately upon graduation from high school.	S			5	100.0							20	4.0
	B	1	6.7	5	33.3	2	13.3	7	46.7			45	3.0
	A			3	60.0	2	40.0					18	3.6
	P	4	26.6	7	46.7	3	20.0	1	6.7			59	3.9
	Total	5	12.5	20	50.0	7	17.5	8	20.0			142	3.6
An agricultural program for students in school should provide training for agricultural occupations closely related to farming.	S			4	80.0			1	20.0			18	3.6
	B	3	20.0	10	66.7	2	13.3					61	4.1
	A	1	20.0	4	80.0							21	4.2
	P	6	40.0	8	53.3			1	6.7			64	4.3
	Total	10	25.0	26	65.0	2	5.0	2	5.0			164	4.1



TABLE IV (Continued)

Statements	Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.	
	Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree				
	N	%	N	%	N	%	N	%	N	%			
An agriculture course in high school has no value other than to prepare a student for farming.	S							1	20.0	4	80.0	6	1.2
	B							2	13.3	13	86.7	17	1.1
	A							3	60.0	2	40.0	8	1.6
	P							8	53.3	7	46.7	23	1.5
	Total							14	35.0	26	65.0	54	1.4
Student participation in fairs, shows, and contests serves no educational purpose in vocational agriculture.	S							3	60.0	2	40.0	8	1.6
	B							4	26.6	11	73.4	19	1.3
	A					1	20.0	3	60.0	1	20.0	10	2.0
	P					2	13.3	6	40.0	7	46.7	25	1.7
	Total					3	7.5	16	40.0	21	52.5	62	1.7

<sup>a</sup>S--School Board Members<sup>b</sup>B--Businessmen<sup>c</sup>A--Administrators<sup>d</sup>P--Parents of present and past FFA members.

will improve the student's chances of employment upon graduation. Five (12.5 percent) strongly agreed with this statement, while 8 (20.0 percent) disagreed. The remaining 7 (17.5 percent) were undecided. A mean response of 3.6 gave this statement an overall rating of agree.

As reported in Table IV, 26 (65.0 percent) of the respondents agreed that vocational agriculture should provide training for agricultural occupations closely related to farming. Ten (25.0 percent) strongly agreed with this statement, while 2 (5.0 percent) disagreed. Two (5.0 percent) were undecided. A mean response of 4.1 gave this statement an overall rating of agree.

Fourteen (35.0 percent) of the respondents disagreed that an agricultural course in high school has no other value than to prepare a student for farming. The remaining 26 (65.0 percent) of the respondents strongly disagreed with this statement. The mean response of 1.4 gave this statement an overall rating of strongly disagree.

As shown in Table IV, 16 (40.0 percent) of the respondents disagreed that student participation in fairs, shows, and contests serves no educational purpose in vocational agriculture. Twenty-one (52.5 percent) of the respondents strongly disagreed with this statement. The remaining 3 (7.5 percent) were undecided. A mean response of 1.7 gave this statement an overall rating of disagree.

#### Vocational Agriculture and Classroom

##### Instruction

Table V is a summary of reactions by the respondents to statements regarding the classroom instruction aspect of the vocational agriculture

TABLE V

## SUMMARY OF RESPONSES TO STATEMENTS CONCERNING CLASSROOM INSTRUCTION AS PART OF THE VOCATIONAL AGRICULTURE PROGRAM

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Better learning experiences occur if local and area businesses are visited and field trips are made to allow students the opportunity of practical application.	S <sup>a</sup>	2	40.0	3	60.0							22	4.4
	B <sup>b</sup>	4	26.7	11	73.3							64	4.3
	A <sup>c</sup>			5	100.0							20	4.0
	P <sup>d</sup>	4	26.7	11	73.3							64	4.3
	Total	10	25.0	30	75.0							170	4.3
The subject content areas of the in-class instruction should be parallel to the agricultural industries of the community.	S			5	100.0							20	4.0
	B	3	20.0	9	60.0	3	20.0					60	4.0
	A	1	20.0	4	80.0							21	4.2
	P	2	13.3	8	53.4	3	20.0	2	13.3			55	3.7
	Total	6	15.0	26	65.0	6	15.0	2	5.0			156	4.0
Vocational agriculture should emphasize teaching students the practical skills of a vocation rather than the theory that underlies that vocation.	S			1	20.0	1	20.0	3	60.0			13	2.6
	B			6	40.0	2	13.3	7	46.7			44	2.9
	A			2	40.0	1	20.0	2	40.0			15	3.0
	P	1	6.6	6	40.0	4	26.7	4	26.7			49	3.3
	Total	1	2.5	15	37.5	8	20.0	16	40.0			121	3.0

TABLE V (Continued)

Statements	Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.	
	Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree				
	N	%	N	%	N	%	N	%	N	%			
Vocational agriculture should em- phasize the laboratory or shop aspect more than the purely aca- demic instruction aspect of the vocational agriculture course.	S			2	40.0			3	60.0			14	2.8
	B			6	40.0	5	33.3	4	26.7			47	3.1
	A			2	40.0	1	20.0	2	40.0			15	3.0
	P			8	53.3	4	26.7	3	20.0			50	3.3
	Total			18	45.0	10	25.0	12	30.0			126	3.1
FFA activities should be an in- tegral part of the instruction in vocational agriculture.	S	1	20.0	3	60.0	1	20.0					20	4.0
	B	5	33.3	9	60.0			1	6.7			62	4.1
	A			3	60.0			2	40.0			16	3.2
	P	1	6.7	11	73.3	2				1	6.7	48	3.2
	Total	7	17.5	26	65.0	3	7.5	3	7.5	1	2.5	146	3.6
Animal Science--nutrition, health, genetics, and similar subjects should be one of the most impor- tant areas of study for the voca- tional agriculture program.	S			2	40.0	2	40.0	1	20.0			16	3.2
	B	2	13.3	10	67.7	2	13.3	1	6.7			58	3.9
	A			5	100.0							20	4.0
	P	1	6.7	11	73.3	3	20.0					58	3.9
	Total	3	7.5	28	70.0	7	17.5	2	5.0			152	3.8

TABLE V (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Plant Science--fertilization, insect and disease control, irrigation, and similar topics should be one of the most important areas of study for the vocational agriculture program.	S			4	80.0	1	20.0					19	3.8
	B	2	13.3	12	80.0			1	6.7			58	3.9
	A			4	80.0	1	20.0					19	3.8
	P	1	6.7	12	80.0	2	13.3					59	3.9
	Total	3	7.5	32	80.0	4	10.0	1	2.5			155	3.9
Agricultural Economics--marketing, farm and ranch management, record keeping, and other similar topics should be one of the most important areas of study for the vocational agriculture program.	S	2	40.0	3	60.0							22	4.4
	B	2	13.3	13	86.7							62	4.1
	A			5	100.0							20	4.0
	P	2	13.3	11	73.4	2	13.3					60	4.0
	Total	6	15.0	32	80.0	2	5.0					164	4.1

<sup>a</sup>S--School Board Members<sup>b</sup>B--Businessmen<sup>c</sup>A--Administrators<sup>d</sup>P--Parents of present and past FFA members

program. Eight statements were designed for securing information in this area.

Examination of data in Table V reveals 30 (75.0 percent) of the respondents agreed that better learning experiences occur if students are allowed to visit and observe local and area businesses. Ten (25.0 percent) of the respondents strongly agreed with this statement. A mean response of 4.3 gave this statement an overall rating of agree.

Table V indicates 26 (65.0 percent) of the respondents agreed that subject content areas of in-class instruction should parallel the agricultural industries of the community. Six (15.0 percent) of the respondents strongly agreed with this statement, while 2 (5.0 percent) disagreed. The remaining 6 (15.0 percent) were undecided. A mean response of 4.0 gave this statement an overall rating of agree.

Sixteen (40.0 percent) of the respondents disagreed that vocational agriculture should emphasize teaching the practical skills of a vocation rather than the theory that underlies that vocation. Fifteen (37.5 percent) of the respondents agreed with the statement and one (2.5 percent) strongly agreed. The remaining 8 (20.0 percent) were undecided. A mean response of 3.0 gave this statement an overall rating of undecided.

Eighteen (45.0 percent) of the respondents agreed that vocational agriculture should emphasize the laboratory or shop aspect of the program more than the academic instruction. Twelve (30.0 percent) of the respondents disagreed with the statement, while the remaining 10 (25.0 percent) were undecided. A mean response of 3.1 gave this statement an overall rating of undecided.

Twenty-six (65.0 percent) of the respondents agreed that FFA activities should be an integral part of the instruction in vocational agriculture. Seven (17.5 percent) strongly agreed with this statement. Three (7.5 percent) of the respondents disagreed with this statement and one (2.5 percent) strongly disagreed. The remaining three (7.5 percent) were undecided. A mean response of 3.6 gave this statement an overall rating of agree.

Table V indicates 28 (70.0 percent) of the respondents agreed that animal science subjects such as nutrition, health, and genetics should be one of the most important areas of study in the vocational agriculture program. Three (7.5 percent) strongly agreed with this statement, while 2 (5.0 percent) disagreed. The remaining 7 (17.5 percent) of the respondents were undecided. A mean response of 3.8 gave this statement an overall rating of agree.

Thirty-two (80.0 percent) of the respondents agreed that plant science subjects such as fertilization, insect and disease control, and irrigation should be one of the most important areas of study in the vocational agriculture program. Three (7.5 percent) strongly agreed with the statement, while one (2.5 percent) disagreed. The remaining 4 (10.0 percent) were undecided. A mean response of 3.9 gave this statement an overall rating of agree.

Thirty-two (80.0 percent) of the respondents agreed that agricultural economics subjects such as marketing, farm and ranch management, and record keeping should be one of the most important areas of study in the vocational agriculture program. Six (15.0 percent) strongly agreed with this statement, while the remaining two (5.0 percent) were

undecided. A mean response of 4.1 gave this statement an overall rating of agree.

#### Supervised Occupational Experience Program

Table VI is a summary of reactions by the respondents to statements regarding the supervised occupational experience program aspect of the vocational agriculture program. Nine statements were designed for securing information in this area.

Examination of data in Table VI reveals 28 (70.0 percent) of the respondents agreed that projects such as cattle, sheep, and wheat are a necessary part of the vocational agriculture program. Ten (25.0 percent) of the respondents strongly agreed with this statement, while 2 (5.0 percent) disagreed. A mean response of 4.1 gave this statement an overall rating of agree.

Thirty-one (77.5 percent) of the respondents agreed that students entering non-farm agricultural occupations would benefit from supervised farming experiences. The remaining 9 (22.5 percent) strongly agreed with this statement. A mean response of 4.2 gave this statement an overall rating of agree.

Table VI indicates that 24 (60.0 percent) of the respondents disagreed that the supervised farm training programs are too strongly emphasized in vocational agriculture. Three (7.5 percent) strongly disagreed with this statement, while 9 (22.5 percent) were undecided. Four (10.0 percent) of the respondents agreed with this statement. A mean response of 2.5 gave this statement an overall rating of undecided.

Nineteen (47.5 percent) of the respondents agreed that students should have more production projects (cow/calf, pen of sheep, pen of



TABLE VI

SUMMARY OF RESPONSES TO STATEMENTS CONCERNING THE SUPERVISED  
OCCUPATIONAL EXPERIENCE PROGRAM AS PART OF THE  
VOCATIONAL AGRICULTURE PROGRAM

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Projects, such as cattle, sheep, wheat, etc., are a necessary part of the program because of their "Hands on" experience and profit making factors.	S <sup>a</sup>			5	100.0							20	4.0
	B <sup>b</sup>	5	33.3	9	60.0			1	6.7			63	4.2
	A <sup>c</sup>			5	100.0							20	4.0
	P <sup>d</sup>	5	33.3	9	60.0			1	6.7			63	4.2
	Total	10	25.0	28	70.0			2	5.0			166	4.1
Students entering non-farm agri- cultural occupations would benefit from supervised farming experiences along with the classroom instruc- tion.	S	1	20.0	4	80.0							21	4.2
	B	3	20.0	12	80.0							63	4.2
	A			5	100.0							20	4.0
	P	5	33.3	10	66.7							65	4.3
	Total	9	22.5	31	77.5							169	4.2
Supervised farm training programs are too strongly emphasized in vocational agriculture.	S					2	40.0	3	60.0			12	2.4
	B					4	26.6	10	66.7	1	6.7	33	2.2
	A			3	60.0	1	20.0	1	20.0			17	3.4
	P			1	6.7	2	13.3	10	66.7	2	13.3	32	2.1
	Total			4	10.0	9	22.5	24	60.0	3	7.5	94	2.5

TABLE VI (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Students should have more production projects (cow/calf, pen of sheep, pen of pigs) rather than show projects (steers, barrows, wethers).	S			3	60.0	1	20.0	1	20.0			17	3.4
	B			7	46.7	5	33.3	3	20.0			49	3.3
	A	4	80.0	1	20.0							24	4.8
	P	2	13.3	8	53.4	3	20.0	2	13.3			55	3.7
	Total	6	15.0	19	47.5	9	22.5	6	15.0			145	3.8
Supervising a student's animals or crop projects on his home farm is one of the most important tasks of the vocational agriculture teacher.	S			2	40.0	3	60.0					17	3.4
	B			13	86.6	1	6.7	1	6.7			57	3.8
	A			1	20.0	1	20.0	3	60.0			13	2.6
	P	2	13.3	6	40.0	4	26.7	3	20.0			52	3.5
	Total	2	5.0	22	55.0	9	22.5	7	17.5			139	3.3
A school farm or other facility where a student can obtain supervised farming experience is a valuable asset for students to learn about agriculture.	S			4	80.0	1	20.0					18	3.6
	B			13	86.7	2	13.3					58	3.9
	A			5	100.0							20	4.0
	P	5	33.3	7	46.7	1	6.7	2	13.3			60	4.0
	Total	5	12.5	29	72.5	4	10.0	2	5.0			156	3.9

TABLE VI (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Supervised projects are a meaning- ful application experience for the student to apply what he is learn- ing in the classroom.	S			5	100.0							20	4.0
	B	1	6.7	14	93.3							61	4.1
	A			5	100.0							20	4.0
	P	4	26.7	11	73.3							64	4.3
	Total	5	12.5	35	87.5							165	4.1
Project programs should be directed toward a learning situation only, and have no educational value when being adapted to the show ring or fairs.	S							5	100.0			10	2.0
	B			1	6.7	2	13.3	12	80.0			34	2.3
	A					1	20.0	4	80.0			11	2.2
	P			1	6.7	2	13.3	9	60.0	3	20.0	31	2.1
	Total			2	5.0	5	12.5	30	75.0	3	7.5	86	2.2

TABLE VI (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Students should be encouraged to exhibit their animals at fairs as this can provide motivation for raising better animals and producing better projects.	S	1	20.0	3	60.0	1	20.0					20	4.0
	B	1	6.7	12	80.0	2	13.3					59	3.9
	A	1	20.0	1	20.0	1	20.0	2	40.0			16	3.2
	P	6	40.0	6	40.0	3	20.0					63	4.2
	Total	9	22.5	22	55.0	7	17.5	2	5.0			158	3.8

<sup>a</sup>S--School Board Members<sup>b</sup>B--Businessmen<sup>c</sup>A--Administrators<sup>d</sup>P--Parents of present and past FFA members

pigs) rather than show projects (steers, barrows, and wethers). Six (15.0 percent) strongly agreed with this statement, while 6 (15.0 percent) disagreed. The remaining 9 (22.5 percent) of the respondents were undecided. A mean response of 3.8 gave this statement an overall rating of agree.

Twenty-two (55.0 percent) of the respondents agreed that supervising a student's animal or crop projects on his home farm is one of the most important tasks of the vocational agriculture instructor. Two (5.0 percent) strongly agreed with this statement, while 7 (17.5 percent) disagreed. The remaining 9 (22.5 percent) were undecided. A mean response of 3.3 gave this statement an overall rating of undecided.

Twenty-nine (72.5 percent) of the respondents agreed that a school farm or other facility where a student can obtain supervised farming experiences is a valuable asset for students to learn more about vocational agriculture. Five (12.5 percent) of the respondents strongly agreed with this statement, while 2 (5.0 percent) disagreed. The remaining 4 (10.0 percent) were undecided. A mean response of 3.9 gave this statement an overall rating of agree.

Table VI indicates that 35 (87.5 percent) of the respondents agreed that supervised projects are a meaningful application experience for the student to apply what he is learning in the classroom. The remaining 5 (12.5 percent) strongly agreed with this statement. A mean response of 4.1 gave this statement an overall rating of agree.

Thirty (75.0 percent) of the respondents disagreed with the statement that project programs should be directed toward a learning situation only, and have no educational value when being adapted to the showing or fairs. Three (7.5 percent) strongly disagreed with this

statement, while 2 (5.0 percent) agreed. The remaining 5 (12.5 percent) were undecided. A mean response of 2.2 gave this statement an overall rating of disagree.

Twenty-two (55.0 percent) of the respondents agreed that students should be encouraged to exhibit their animals at fairs as this can provide motivation for raising better animals. Nine (22.5 percent) strongly agreed with this statement, while 2 (5.0 percent) disagreed. The remaining 7 (17.5 percent) were undecided. A mean response of 3.8 gave this statement an overall rating of agree.

#### FFA and the Vocational Agriculture Program

Table VII is a summary of reactions by the respondents to statements regarding the FFA's role in the vocational agriculture program. Nine statements were designed for securing information in this area.

Examination of data in Table VII reveals 28 (70.0 percent) of the respondents agreed that all vocational agriculture students should be strongly encouraged towards membership in the FFA organization. Six (15.0 percent) of the respondents strongly agreed with this statement, while 3 (7.5 percent) disagreed. The remaining 3 (7.5 percent) were undecided. A mean response of 3.9 gave this statement an overall rating of agree.

Table VII indicates 24 (60.0 percent) of the respondents agreed that involvement in activities sponsored by the FFA significantly influences career choices. Five (12.5 percent) strongly agreed with this statement, while 2 (5.0 percent) disagreed. The remaining 9 (22.5 percent) were undecided. A mean response of 3.6 gave this statement an overall rating of agree.

TABLE VII

SUMMARY OF RESPONSES TO STATEMENTS CONCERNING THE FFA AS  
PART OF THE VOCATIONAL AGRICULTURE PROGRAM

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
All vocational agriculture students should be strongly encouraged towards membership in the FFA organization.	S <sup>a</sup>			4	80.0				1	20.0		18	3.6
	B <sup>b</sup>	4	26.6	9	60.0	1	6.7	1	6.7		61	4.1	
	A <sup>c</sup>	1	20.0	3	60.0	1	20.0				20	4.0	
	P <sup>d</sup>	1	6.7	12	80.0	1	6.6	1	6.7		58	3.9	
	Total	6	15.0	28	70.0	3	7.5	3	7.5		157	3.9	
Involvement in activities sponsored by the FFA significantly influences career choices by participating students.	S	1	20.0	3	60.0	1	20.0				20	4.0	
	B	2	13.3	8	53.4	4	26.6	1	6.7		46	3.1	
	A			3	60.0	2	40.0				18	3.6	
	P	2	13.3	10	66.7	2	13.3	1	6.7		58	3.9	
	Total	5	12.5	24	60.0	9	22.5	2	5.0		142	3.6	
All students should be required to participate in at least one FFA contest such as livestock judging, public speaking, creed, or parliamentary procedure.	S			4	80.0	1	20.0				19	3.8	
	B	3	20.0	10	66.7	2	13.3				61	4.1	
	A	1	20.0	1	20.0			3	60.0		15	3.0	
	P	3	20.0	10	66.6	1	6.7	1	6.7		60	4.0	
	Total	7	17.5	25	62.5	4	10.0	4	10.0		155	3.7	

TABLE VII (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Agree			
		N	%	N	%	N	%	N	%	N	%		
The advanced degree and awards pro- grams are one of the best public relations and community interest programs the FFA has to offer.	S			3	60.0	2	40.0					18	3.6
	B	1	6.7	9	60.0	3	20.0	2	13.3			54	3.6
	A	1	20.0	3	60.0			1	20.0			19	3.8
	P	3	20.0	10	66.7	2	13.3					61	4.0
	Total	5	12.5	25	62.5	7	17.5	3	7.5			152	3.8
All students should be encouraged to participate in some type of award program (Building Our Commu- nity, Safety, Proficiency, Superior Chapter, Advanced Degree, etc.).	S			4	80.0	1	20.0					19	3.8
	B	3	20.0	12	80.0							63	4.2
	A			4	80.0			1	20.0			18	3.6
	P	2	13.3	11	73.4	2	13.3					60	4.0
	Total	5	12.2	31	77.5	3	7.5	1	2.5			160	3.9
FFA activities are presently re- quiring students to miss too many days of regular class time.	S			2	40.0	2	40.0			1	20.0	15	3.0
	B	1	6.7	1	6.7	7	46.6	5	33.3	1	6.7	41	2.7
	A	3	60.0	2	40.0							23	4.6
	P			4	26.7	5	33.3	4	26.7	2	13.3	41	2.7
	Total	4	10.0	9	22.5	14	35.0	9	22.5	4	10.0	120	3.3
The FFA chapter is presently spending too much time publiciz- ing its local and state activities.	S					3	60.0	2	40.0			13	2.6
	B					3	20.0	10	66.7	2	13.3	31	2.1
	A							5	100.0			10	2.0
	P					1	6.7	11	73.3	3	20.0	28	1.9
	Total					7	17.5	28	70.0	5	12.5	82	2.2



TABLE VII (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
Fairs and the showing of livestock have lost their practical aspect and should be deleted from the FFA's scope of activities.	S					2	40.0	2	40.0	1	20.0	11	2.2
	B					1	6.7	14	93.3			31	2.1
	A	1	20.0			2	40.0	1	20.0	1	20.0	14	2.8
	P					2	13.3	11	73.4	2	13.3	30	2.0
	Total	1	2.5			7	17.5	28	70.0	4	10.0	86	2.3
The vocational agriculture teacher should plan all FFA activities with school administrators.	S	2	40.0	2	40.0	1	20.0					21	4.2
	B	1	6.7	8	53.3	4	26.7	2	13.3			53	3.5
	A	3	60.0	2	40.0							23	4.6
	P	2	13.3	8	53.4	3	20.0	2	13.3			52	3.5
	Total	8	20.0	20	50.0	8	20.0	4	10.0			149	4.0

<sup>a</sup>S--School Board Members<sup>b</sup>B--Businessmen<sup>c</sup>A--Administrators<sup>d</sup>P--Parents of present and past FFA members

Twenty-five (62.5 percent) of the respondents agreed that all students should be required to participate in at least one FFA contest such as livestock judging, public speaking, creed, or parliamentary procedure. Seven (17.5 percent) strongly agreed with this statement, while 4 (10.0 percent) disagreed. The remaining 4 (10.0 percent) were undecided. A mean response of 3.7 gave this statement an overall rating of agree.

Twenty-five (62.5 percent) of the respondents agreed that the advanced degree and awards programs are one of the best public relations and community interest programs the FFA has to offer. Five (12.5 percent) strongly agreed with this statement, while 3 (7.5 percent) disagreed. The remaining 7 (17.5 percent) were undecided. A mean response of 3.8 gave this statement an overall rating of agree.

Thirty-one (77.5 percent) of the respondents agreed that all students should be encouraged to participate in some type of award program (Building our American Community, Safety, Proficiency, Superior Chapter, or Advanced Degree). Five (12.5 percent) strongly agreed with this statement, while 1 (2.5 percent) disagreed. The remaining 3 (7.5 percent) were undecided. A mean response of 3.9 gave this statement an overall rating of agree.

Table VII indicates 9 (22.5 percent) of the respondents agreed that FFA activities are presently requiring students to miss too many days of regular class time. Four (10.0 percent) strongly agreed with this statement and 4 (10.0 percent) strongly disagreed. The largest group, 14 (35.0 percent) were undecided. A mean response of 3.3 gave this statement an overall rating of undecided.

Twenty-eight (70.0 percent) of the respondents disagreed that the FFA chapter is presently spending too much time publicizing its local and state activities. Five (12.5 percent) strongly disagreed with this statement, while 7 (17.5 percent) were undecided. A mean response of 2.2 gave this statement an overall rating of disagree.

Twenty-eight (70.0 percent) of the respondents disagreed that fairs and the showing of livestock have lost their practical aspect and should be deleted from the FFA's scope of activities. Four (10.0 percent) strongly disagreed with this statement, while 1 (2.5 percent) strongly agreed. The remaining 7 (17.5 percent) were undecided. A mean response of 2.3 gave this statement an overall rating of disagree.

Twenty (50.0 percent) of the respondents agreed that the vocational agriculture teacher should plan all FFA activities with school administrators. Eight (20.0 percent) strongly agreed with this statement, while 4 (10.0 percent) disagreed. The remaining 8 (20.0 percent) were undecided. A mean response of 4.0 gave this statement an overall rating of agree.

#### Agricultural Mechanics and the Vocational Agriculture Program

Table VIII is a summary of reactions by the respondents to statements regarding the agricultural mechanics aspect of the vocational agriculture program. Four statements were designed for securing information in this area.

Examination of data in Table VIII reveals 31 (77.5 percent) of the respondents agreed that the areas of agricultural mechanics are a vital part of the vocational agriculture curriculum. The remaining 9 (22.5

TABLE VIII  
SUMMARY OF RESPONSES TO STATEMENTS CONCERNING AGRICULTURAL  
MECHANICS AS PART OF THE VOCATIONAL  
AGRICULTURE PROGRAM

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
The areas of agricultural mechanics are a vital part of the vocational agriculture curriculum.	S <sup>a</sup>			5	100.0							20	4.0
	B <sup>b</sup>	3	20.0	12	80.0							63	4.2
	A <sup>c</sup>	1	20.0	4	80.0							21	4.2
	P <sup>d</sup>	5	33.3	10	66.7							65	4.3
	Total	9	22.5	31	77.5							169	4.2
Most of the time in shop should be spent on welding and metal work rather than on topics like small gas engines, machinery adjustments, electricity, plumbing, and similar topics.	S					1	20.0	4	80.0			11	2.2
	B					1	6.7	13	86.6	1	6.7	30	2.0
	A							3	60.0	2	40.0	8	1.6
	P					2	13.3	11	73.4	2	13.3	30	2.0
	Total					4	10.0	31	77.5	5	12.5	79	2.0
The agricultural mechanics program should stress more emphasis on the learning of agricultural mechanic's skills and less on project completion.	S			1	20.0	4	80.0					16	3.2
	B			4	26.7	2	13.3	9	60.0			40	2.7
	A			2	40.0	1	20.0	2	40.0			15	3.0
	P			7	46.7	3	20.0	5	33.3			47	3.1
	Total			14	35.0	10	25.0	16	40.0			118	3.0

TABLE VIII (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
More emphasis should be placed on agricultural mechanics than on areas such as livestock nutrition, pasture management, and record keeping.	S					1	20.0	4	80.0			11	2.3
	B			1	6.7	1	6.7	13	86.6			33	2.2
	A					1	20.0	4	80.0			11	2.2
	P			1	6.7	3	20.0	11	73.3			35	2.3
	Total			2	5.0	6	15.0	32	80.0			90	2.2

<sup>a</sup>S--School Board Members<sup>b</sup>B--Businessmen<sup>c</sup>A--Administrators<sup>d</sup>P--Parents of present and past FFA members

percent) strongly agreed with this statement. A mean response of 4.2 gave this statement an overall rating of agree.

Thirty-one (77.5 percent) of the respondents disagreed that most of the time in shop should be spent on welding and metal work rather than on topics like small gasoline engines, machinery adjustments, electricity, plumbing, and similar topics. Five (12.5 percent) strongly disagreed with this statement and the other 4 (10.0 percent) were undecided. A mean response of 2.0 gave this statement an overall rating of disagree.

Table VIII indicates 16 (40.0 percent) of the respondents disagreed that the agricultural mechanics program should stress more emphasis on the learning of agricultural mechanic skills and less on project completion. Fourteen (35.0 percent) agreed with this statement, while 10 (25.0 percent) were undecided. A mean response of 3.0 gave this statement an overall rating of undecided.

Thirty-two (80.0 percent) of the respondents disagreed that more emphasis should be placed on agricultural mechanics than on areas such as livestock nutrition, pasture management, and record keeping. Two (5.0 percent) agreed with this statement, while the remaining 6 (15.0 percent) were undecided. A mean response of 2.2 gave this statement an overall rating of disagree.

#### Young Farmer Programs and Vocational Agriculture

Table IX is a summary of reactions by the respondents to statements regarding the role of a Young Farmer Program in the vocational

TABLE IX  
SUMMARY OF RESPONSES TO STATEMENTS CONCERNING YOUNG FARMERS  
PROGRAMS AS PART OF THE VOCATIONAL  
AGRICULTURE PROGRAM

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Disagree			
		N	%	N	%	N	%	N	%	N	%		
An important part of the total voca- tional agriculture program should be to assist young men out-of- school to advance in their agricul- tural careers.	S <sup>a</sup>			3	60.0	1	20.0	1	20.0			17	3.4
	B <sup>b</sup>			13	86.6	1	6.7	1	6.7			57	3.8
	A <sup>c</sup>			4	80.0					1	20.0	17	3.4
	P <sup>d</sup>			9	60.0	3	20.0	3	20.0			51	3.4
	Total			29	72.5	5	12.5	5	12.5	1	2.5	142	3.5
The local school should have the responsibility for providing in- struction which assists young men out-of-school in becoming estab- lished in farming.	S			1	20.0	3	60.0			1	20.0	14	2.8
	B			4	26.7	5	33.3	5	33.3	1	6.7	42	2.8
	A			4	80.0					1	20.0	17	3.4
	P			4	26.7	5	33.3	5	33.3	1	6.7	42	2.8
	Total			13	32.5	13	32.5	10	25.0	4	10.0	115	3.0
A local young farmer chapter should be maintained to provide a contin- uing learning experience for former vocational agriculture graduates.	S			1	20.0	4	80.0					16	3.2
	B			12	80.0	3	20.0					57	3.8
	A			4	80.0			1	20.0			18	3.6
	P			9	60.0	3	20.0	3	20.0			51	3.4
	Total			26	65.0	10	25.0	4	10.0			142	3.5

TABLE IX (Continued)

Statements		Number and Percentage of Responses by Degree of Favorability										Cumul. Resp.	Mean Resp.
		Strongly Agree		Agree		Un- decided		Disagree		Strongly Agree			
		N	%	N	%	N	%	N	%	N	%		
Individual follow-up instruction should be provided on the local farm for young men who have com- pleted the program and are estab- lishing an agricultural career.	S			1	20.0	1	20.0	3	60.0			13	2.6
	B			6	40.0	6	40.0	3	20.0			48	3.2
	A			3	60.0	1	20.0	1	20.0			17	3.4
	P			4	26.7	6	40.0	5	33.3			44	2.9
	Total			14	35.0	14	35.0	12	30.0			122	3.0

<sup>a</sup>S--School Board Members<sup>b</sup>B--Businessmen<sup>c</sup>A--Administrators<sup>d</sup>P--Parents of present and past FFA members



agriculture program. Four statements were designed for securing information in this area.

Examination of data in Table IX reveals 29 (72.5 percent) of the respondents agreed that an important part of the vocational agriculture program should be to assist young men out-of-school to advance in their agricultural careers. Five (12.5 percent) disagreed with this statement, while one (2.5 percent) strongly disagreed. The remaining 5 (12.5 percent) were undecided. A mean response of 3.5 gave this statement an overall rating of agree.

Thirteen (32.5 percent) of the respondents agreed that the local school should have the responsibility for providing instruction which assists young men out-of-school in becoming establishing in farming. Ten (25.0 percent) disagreed with this statement and 4 (10.0 percent) strongly disagreed. The remaining 13 (32.5 percent) were undecided. A mean response of 3.0 gave this statement an overall rating of undecided.

Table IX indicates 26 (65.0 percent) of the respondents agreed that a local young farmer chapter should be maintained to provide a continuing learning experience for former vocational agriculture graduates. Four (10.0 percent) of the respondents disagreed with this statement, while 10 (25.0 percent) were undecided. A mean response of 3.5 gave this statement an overall rating of agree.

Fourteen (35.0 percent) of the respondents agreed that individual follow-up instruction should be provided on the local farm for young men who have completed the program and are establishing an

agricultural career. Twelve (30.0 percent) disagreed with this statement, while the remaining 14 (35.0 percent) were undecided. A mean response of 3.0 gave this statement an overall rating of undecided.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

##### Purpose and Objectives

The purpose of the study was to obtain opinions of local citizens concerning the goals and objectives pertinent to the future of the vocational agriculture program and present the objectives in a form useful to those concerned with program development in vocational agriculture education.

To accomplish the purpose of this study the following objectives had to be established: (1) to determine the community's attitudes toward the purpose of the vocational agriculture program in the community and its relationship to the high school curriculum; (2) to determine the community's attitudes toward the classroom aspect of the vocational agriculture program; (3) to determine the community's attitudes toward the supervised occupational experience program aspect of the vocational agriculture program; (4) to determine the community's attitudes on the Future Farmers of America organization's role in the vocational agriculture program; (5) to determine the community's attitudes toward the agricultural mechanics aspect of the vocational agriculture program; and (6) to determine the community's attitudes toward a Young Farmer Program's role in the vocational agriculture program.

### Procedure

Data was collected by use of a questionnaire which was mailed to the five members of the Fairview board of education and the five administrators of the Fairview Public School system. Questionnaires were also mailed to 20 randomly selected businessmen and 20 randomly selected parents of FFA members. The questionnaires were designed to measure responses to a selected set of statements which corresponded to the objectives of the study. Each statement was followed by five degrees of agreement response categories. The respondents were asked to indicate the degree to which they agreed or disagreed with each statement.

Fifty questionnaires were mailed to citizens of the Fairview community as described above. Forty of those were returned. The 80 percent return was deemed adequate to represent the community.

Data were computed and presented in table form in the previous chapter. Although the results were broken down into four categories, the intent of the study was to reveal a mean response for each statement. The final chapter reflects a summary of those findings.

### Findings

Table X presents an overall summary of responses of selected citizens of the Fairview community to the statements designed to assess their expectations of vocational agriculture. Statements are ranked by overall mean and categorized by individual objective areas.

TABLE X  
SUMMARY OF RESPONSES RELATING TO EXPECTATIONS OF  
VOCATIONAL AGRICULTURE BY CITIZENS OF  
THE FAIRVIEW COMMUNITY

Statement	Overall Mean	Category of Response
<u>General Agriculture and the High School Curriculum</u>		
High school vocational agriculture should provide opportunities that will give a student experience in and a knowledge of the farming business.	4.7	Strongly Agree
An agricultural program for students in school should provide training for agricultural occupations closely related to farming.	4.1	Agree
The instructor should provide students with information on how to apply and interview for a job upon graduation.	3.8	Agree
Vocational agriculture should have a primary objective of teaching skills which will improve the student's chance of employment immediately upon graduation from high school.	3.6	Agree
The vocational agriculture teacher should maintain an up-to-date record on the job placement of students who have completed the program.	3.3	Undecided
A representative sample of citizens from the local community should be used to determine goals and set objectives for the vocational agriculture program.	3.3	Undecided
Student participation in fairs, shows, and contests serves no educational purpose in vocational agriculture.	1.7	Disagree
An agriculture course in high school has no value other than to prepare a student for farming.	1.4	Strongly Disagree

TABLE X (Continued)

Statement	Overall Mean	Category of Response
<u>Vocational Agriculture and the Classroom Aspect</u>		
Better learning experiences occur if local and area businesses are visited and field trips are made to allow students the opportunity of practical application.	4.3	Agree
Agricultural Economics--marketing, farm and ranch management, record keeping, and other similar topics should be one of the most important areas of study for the vocational agriculture program.	4.1	Agree
The subject content areas of the in-class instruction should be parallel to the agriculture industries of the community.	4.0	Agree
Plant Science--fertilization, insect and disease control, irrigation, and similar topics should be one of the most important areas of study for the vocational agriculture program.	3.9	Agree
Animal Science--nutrition, health, genetics, and similar subjects should be one of the most important areas of study for the vocational agriculture program.	3.8	Agree
FFA activities should be an integral part of the instruction in vocational agriculture.	3.6	Agree
Vocational agriculture should emphasize the laboratory or shop aspect more than the purely academic instruction aspect of the vocational agriculture course.	3.1	Undecided
Vocational agriculture should emphasize teaching students the practical skills of a vocation rather than the theory that underlies that vocation.	3.0	Undecided

TABLE X (Continued)

Statement	Overall Mean	Category of Response
<u>Vocational Agriculture and the Supervised Occupational Experience Program</u>		
Students entering non-farm agricultural occupations would benefit from supervised farming experiences along with the classroom instruction.	4.2	Agree
Projects such as cattle, sheep, wheat, etc., are a necessary part of the program because of their "hands on" experience and profit making factors.	4.1	Agree
Supervised projects are a meaningful application experience for the student to apply what he is learning in the classroom.	4.1	Agree
A school farm or other facility where a student can obtain supervised farming experience is a valuable asset for students to learn about agriculture.	3.9	Agree
Students should be encouraged to exhibit their animals at fairs as this can provide motivation for raising better animals and producing better projects.	3.8	Agree
Students should have more production projects (cow/calf, pen of sheep, pen of pigs) rather than show projects (steers, barrows, wethers).	3.8	Agree
Supervising a student's animals or crop projects on his home farm is one of the most important tasks of the vocational agriculture teacher.	3.3	Agree
Supervised farm training programs are too strongly emphasized in vocational agriculture.	2.5	Undecided
Project programs should be directed toward a learning situation only, and have no educational value when being adapted to the show ring or fairs.	2.2	Disagree

TABLE X (Continued)

Statement	Overall Mean	Category of Response
<u>Vocational Agriculture and the FFA</u>		
The vocational agriculture teacher should plan all FFA activities with school administrators.	4.0	Agree
All students should be encouraged to participate in some type of award program (Building Our American Community, Safety, Proficiency, Superior Chapter, Advanced Degree, etc.).	3.9	Agree
All vocational agriculture students should be strongly encouraged towards membership in the FFA organization.	3.9	Agree
The advanced degree and awards programs are one of the best public relations and community interest programs the FFA has to offer.	3.8	Agree
All students should be required to participate in at least one FFA contest such as livestock judging, public speaking, creed, or parliamentary procedure.	3.7	Agree
Involvement in activities sponsored by the FFA significantly influences career choices by participating students.	3.6	Agree
FFA activities are presently requiring students to miss too many days of regular class time.	3.3	Undecided
Fairs and the showing of livestock have lost their practical aspect and should be deleted from the FFA's scope of activities.	2.3	Disagree
The FFA chapter is presently spending too much time publicizing its local and state activities.	2.2	Disagree



TABLE X (Continued)

Statement	Overall Mean	Category of Response
<u>Vocational Agriculture and the Agricultural Mechanics Program</u>		
The areas of agricultural mechanics are a vital part of the vocational agriculture curriculum.	4.2	Agree
The agricultural mechanics program should stress more emphasis on the learning of agricultural mechanic's skills and less on project completion.	3.0	Undecided
More emphasis should be placed on agricultural mechanics than on areas such as livestock nutrition, pasture management, and record keeping.	2.2	Disagree
Most of the time in shop should be spent on welding and metal work rather than on topics like small gas engines, machinery adjustments, electricity, plumbing, and similar topics.	2.0	Disagree
<u>Vocational Agriculture and the Young Farmers Program</u>		
An important part of the total vocational agriculture program should be to assist young men out-of-school to advance in their agricultural careers.	3.5	Agree
A local farmer chapter should be maintained to provide a continuing learning experience for former vocational agriculture graduates.	3.5	Agree
The local school should have the responsibility for providing instruction which assists young men out-of-school in becoming established in farming.	3.0	Undecided
Individual follow-up instruction should be provided on the local farm for young men who have completed the program and are establishing an agricultural career.	3.0	Undecided

## Conclusion

From the analysis of data collected, certain conclusions can be drawn. The investigator feels justified in concluding the following statements concerning the vocational agriculture program as viewed by citizens of the Fairview community.

The citizens of Fairview believe that the general agriculture division of the vocational agriculture program has the primary objective of teaching a student skills which will improve chances of securing a job upon graduation from high school. The program should provide students with experiences in and a knowledge of the farming business and also in businesses closely related to the agricultural industry. In that same line, the instructor should provide students with information on how to apply and interview for a job.

Local citizens believe that the classroom aspect of the vocational agriculture program should parallel the agricultural industries of the community. Visits and field trips to those same facilities will create better learning experiences and will also provide a better opportunity for practical application to be viewed. The FFA should also be maintained as an integral part of the classroom instruction. The areas of plant and animal science are of equal importance, while because of the ever increasing management needs, agricultural economics should receive increased emphasis.

Local citizens believe that the supervised occupational experience program is a very necessary component of the vocational agriculture program. The "hands on" experience would not only benefit farm students, but students who are interested in non-farm agricultural

related occupations. The supervised projects are a meaningful application of classroom instruction. A school farm or other facility would be an asset to learn more about agriculture and would also provide a place for projects for those students who live in town. It is concluded that citizens would like to see more commercial projects raised by students. The feeling is not against show animals, but more toward the raising of a student's own show lamb, calf, or barrow. The fairs and shows still provide an excellent learning and educational experience, but need to be more practical minded.

Regarding the FFA's role in the vocational agriculture program, it was concluded that all students should be encouraged to become FFA members. All students should be required to participate in some type of individual effort, such as public speaking or livestock judging. If not an individual project, then a group project such as Chapter Safety, Superior Chapter, or Building Our American Community. Involvement in such activities increases awareness and significantly influences career choices. These activities are some of the best public relations tools available. The FFA chapter needs to spend more time publicizing its activities and these same activities should be reviewed with local school administrators.

Local citizens viewed the areas of agricultural mechanics as a vital part of the vocational agriculture program. The areas of small gasoline engines, plumbing, and electricity are just as important as welding and metal work. The agriculture mechanics program, however, is no more important than any of the other areas of instruction.

An important part of the total vocational agriculture program should be to assist young men out-of-school to advance in their

agricultural careers. One method of doing this was to maintain a local Young Farmer chapter which can provide a continuing learning experience for former graduates.

### Recommendations

The final section will suggest possible recommendations to correct faults in the present vocational agriculture program. This study will be of great value in helping to change some of those faults. In view of the data collected from this study, it is recommended that:

1. The citizens be informed on the vital nature of follow-up data and its impact so far as the feedback it presents to the instructors.
2. The instructors stress the importance of an advisory committee and its role in a vocational agriculture program.
3. More information be given citizens concerning the different areas of supervised occupational experience programs.
4. Citizens be aware of the policy that supervising a student's animals or crop projects is an important function of the vocational agriculture instructor.
5. The vocational agriculture instructor search for means of eliminating some days of class time missed by students.
6. Future discussion with specific groups within the sample body be designed to show the importance of individual activities and their total effect on the entire program.
7. Equal time be allocated for the learning of agricultural mechanics skills and for project completion.

8. A Young Farmer Chapter assume the responsibility of assisting youth in continuing their educational processes in the agricultural field.
9. The young men involved in the Young Farmer program be provided the best possible follow-up instruction.

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## APPENDIXES



APPENDIX A

COVER LETTER

June 16, 1980

To Whom It May Concern:

If I may have a few moments of your time, I ask your cooperation in filling out the enclosed questionnaire. The questionnaire is designed to obtain data concerning the vocational agriculture program at Fairview High School. The information will be compiled for a thesis in the Agricultural Education Department at Oklahoma State University.

The questionnaire is being sent to a cross-section of present and past FFA parents and to a cross-section of local businessmen. The questionnaire is also being sent to all school board members and school administrators. The questionnaire is designed to measure present attitudes toward the purpose and function of the vocational agriculture program in the Fairview community.

I realize your work load is heavy and time is short. You may feel like discarding the entire questionnaire, but some of the information received here will help mold the future of the vocational agriculture program. You are the only one who can give me this information and I need 100% participation to carry out my study.

Please complete the questionnaire and return it as soon as possible. A self-addressed, stamped envelope is furnished for your convenience.

Sincerely yours,

Kendall Brashears  
Vocational Agriculture Instructor  
Fairview High School  
Fairview, Oklahoma

Enclosures

APPENDIX B

QUESTIONNAIRE

# EXPECTATIONS OF VOCATIONAL AGRICULTURE BY CITIZENS OF THE FAIRVIEW COMMUNITY

1. What is your present occupation? \_\_\_\_\_
2. What is your age? \_\_\_\_\_
3. Do you presently have or have you ever had a student enrolled in a vocational agriculture program? \_\_\_\_\_

This section deals with your attitudes concerning the local program of vocational agriculture at the Fairview High School. Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate response. The response categories are as follows:

SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree

## GENERAL AGRICULTURE

- |  |             |
|--|-------------|
| 4. High school vocational agriculture should provide opportunities that will give a student experience in and a knowledge of the farming business.                               | SA A U D SD |
| 5. The instructor should provide students with information on how to apply and interview for a job upon graduation.  | SA A U D SD |
| 6. The vocational agriculture teacher should maintain an up-to-date record on the job placement of students who have completed the program.                                      | SA A U D SD |
| 7. A representative sample of citizens from the local community should be used to determine goals and set objectives for the vocational agriculture program.                     | SA A U D SD |
| 8. Vocational agriculture should have a primary objective of teaching skills which will improve the student's chance of employment immediately upon graduation from high school. | SA A U D SD |
| 9. An agricultural program for students in school should provide training for agricultural occupations closely related to farming.   | SA A U D SD |
| 10. An agriculture course in high school has no value other than to prepare a student for farming.   | SA A U D SD |
| 11. Student participation in fairs, shows, and contests serve no educational purpose in vocational agriculture.  | SA A U D SD |

## CLASSROOM INSTRUCTION

12. Better learning experiences occur if the local and area businesses are visited and field trips are made to allow students the opportunity of practical application. SA A U D SD
13. The subject content areas of the in-class instruction should be parallel to the agricultural industries of the community. SA A U D SD
14. Vocational agriculture should emphasize teaching students the practical skills of a vocation rather than the theory that underlies the vocation. SA A U D SD
15. Vocational agriculture should emphasize the laboratory or shop aspect more than the purely academic instruction aspect of the vocational agriculture course. SA A U D SD
16. FFA activities should be an integral part of the instruction in the vocational agriculture course. SA A U D SD
17. Animal Science--nutrition, health, genetics, and similar subjects should be one of the most important areas of study for the vocational agriculture program. SA A U D SD
18. Plant Science--fertilization, insect and disease control, irrigation, and similar topics should be one of the most important areas of study for the vocational agriculture program. SA A U D SD
19. Agricultural Economics--marketing, farm and ranch management, record keeping, and other similar topics should be one of the most important areas of study for the vocational agriculture program. SA A U D SD

## SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

20. Projects, such as cattle, sheep, wheat, etc., are a necessary part of the program because of their "Hands on" experience and profit-making factors. SA A U D SD
21. Students entering non-farm agricultural occupations would benefit from supervised farming experiences along with the classroom instruction. SA A U D SD
22. Supervised farm training programs are too strongly emphasized in vocational agriculture. SA A U D SD
23. Students should have more production projects (cow/calf, pen of sheep, pen of pigs) rather than show projects. SA A U D SD
24. Supervising a student's animals or crop projects on his home farm is one of the most important tasks of the vocational agriculture teacher. SA A U D SD

25. A school farm or other facility where a student can obtain supervised farming experience is a valuable asset for students to learn about agriculture. SA A U D SD
26. Supervised projects are a meaningful application experience for the student to apply what he is learning in the classroom. SA A U D SD
27. Project programs should be directed toward a learning situation only, and have no educational value when being adapted to the show ring or fairs. SA A U D SD
28. Students should be encouraged to exhibit their animals at fairs as this can provide motivation for raising better animals and producing better projects. SA A U D SD

#### FFA AND LEADERSHIP

29. All vocational agriculture students should be strongly encouraged towards membership in the FFA organization. SA A U D SD
30. Involvement in activities sponsored by the FFA significantly influences career choices by participating students. SA A U D SD
31. All students should be required to participate in at least one FFA contest such as livestock judging, public speaking, creed, or parliamentary procedure. SA A U D SD
32. The advanced degree and awards programs are one of the best public relations and community interest programs the FFA has. SA A U D SD
33. All students should be encouraged to participate in some type of award program (Building Our American Community, Safety, Proficiency, Superior Chapter, Advanced Degree, etc.). SA A U D SD
34. FFA activities are presently requiring students to miss too many days of regular class time. SA A U D SD
35. The FFA chapter is presently spending too much time publicizing its local and state activities. SA A U D SD
36. Fairs and the showing of livestock have lost their practical aspect and should be deleted from the FFA's scope of activities. SA A U D SD
37. The vocational agriculture teacher should plan all FFA activities with school administrators. SA A U D SD

#### AGRICULTURAL MECHANICS

38. The areas of agricultural mechanics are a vital part of the vocational agriculture curriculum. SA A U D SD

- 39. Most of the time in shop should be spent on welding and metal work rather than on topics like small gas engines, machinery adjustments, electricity, plumbing, and similar topics. SA A U D SD
- 40. The agricultural mechanics program should stress more emphasis on the learning of agricultural mechanic skills and less on project completion. SA A U D SD
- 41. More emphasis should be placed on agricultural mechanics than on areas such as livestock nutrition, pasture management, and record keeping. SA A U D SD

#### YOUNG FARMERS PROGRAM

- 42. An important part of the total vocational agriculture program should be to assist young men out-of-school to advance in their agricultural careers. SA A U D SD
- 43. The local school should have the responsibility for providing instruction which assists young men out-of-school in becoming established in farming. SA A U D SD
- 44. A local young farmer chapter should be maintained to provide a continuing learning experience for former vocational agriculture graduates. SA A U D SD
- 45. Individual follow-up instruction should be provided on the local farms for young men who have completed the program and are establishing an agricultural career. SA A U D SD

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- 46. If you have opinions on the Fairview vocational agriculture program, not covered in this questionnaire, pro or con, please feel free to make additional remarks on the following page.

## VITA

Kendall Bueford Brashears

Candidate for the Degree of

Master of Science

Thesis: EXPECTATIONS OF VOCATIONAL AGRICULTURE BY CITIZENS OF  
THE FAIRVIEW COMMUNITY

Major Field: Agricultural Education

### Biographical:

Personal Data: Born at Chickasha, Oklahoma, January 31, 1951, the son of Roland B. and Ramona J. Brashears.

Education: Graduated from Alex High School, May, 1969; received the Bachelor of Science degree with a major in Animal Science in May, 1973, from Oklahoma State University, Stillwater, Oklahoma; received the Bachelor of Science degree with a major in Agricultural Education in May, 1974, from Oklahoma State University, Stillwater, Oklahoma; completed requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in December, 1980.

Professional Experience: Taught vocational agriculture at Mulhall-Orlando, Oklahoma, from July, 1974 to June, 1975; taught at Ninnekah, Oklahoma, July, 1975 to June, 1978; taught from July, 1978 to present at Fairview, Oklahoma.